



**An-Najah National University
Faculty of Graduate Studies**

**THE IMPACT OF SYNCHRONOUS TIKTOK VIDEOS
ON STUDENTS' ENGLISH -SPEAKING SKILLS IN
ENGLISH FOR THE WORKPLACE COURSE AT AN-
NAJAH NATIONAL UNIVERSITY**

**By
Sabreen Zyad Fazaa' Amer**

**Supervisor
Dr. Khalid Dweikat**

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This thesis was defended successfully on 30/01/2025 and approved by:

Dr. Khalid Dweikat

Supervisor

Signature

Dr. Tahani Bsharat

External Examiner

Tahani Bsharat

Signature

Dr. Walid Salama

Internal Examiner

Signature

Dedication

To the iron woman, the one who sacrificed everything to raise 8 children alone, my mother, the long-suffering woman 'Taghreed'.

To the soul of my father –May Allah rest his soul-, whom I have never seen but I know that he has always been around me 'Zyad'.

To my husband, my best friend, my soulmate, who always pushes me to reach the stars 'Bahaa'.

To those who taught me that happiness can pretend to be the cutest kids ever .My children 'Ali' & 'Kanz' who filled my life with so much joy and love.

To the one who took the father role instead of my Dad, the one who spent years and years of his life helping my mother in raising me and my siblings, my eldest brother 'Tareq'.

To the best men ever, my dear brothers 'Khaled' who is in the Israeli jails & 'Adham' & 'Helmi' & 'Mohammad'.

To my greatest supporter, my second mother, my sister 'Maali'.

To the one who never stops believing in me, to my beloved sister 'Fadya'.

To the one who was there every time I needed 'Haneen'.

To my supervisor, who recognized the best of me 'Prof. Khalid Dweikat'.

To myself, the person who deleted the failure from her dictionary.

To anyone reading my thesis, may you find the courage, joy, and love between the lines.

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Table of Contents

Dedication	iii
Acknowledgment	iv
Declaration.....	v
Table of Contents.....	vi
List of Tables	viii
List of Appendices	ix
Abstract	x
Chapter One: Introduction and Theoretical Background.....	1
1.1 Introduction.....	1
1.2 Statement of the Problem.....	6
1.3 Questions of the Study	6
1.4 Hypotheses of the study	7
1.5 Significance of the Study	7
1.6 Objectives of the Study	8
1.7 Literature Review	9
1.8 Theoretical framework.....	9
1.9 Summary	21
Chapter Two: Method and Procedures	23
2.1 Introduction.....	23
2.2 Study design.....	23
2.3 Study Population and Sample	23
2.4 Instrumentation	24
2.5 Validity of the study material	24
2.6 Credibility	24
2.7 Reliability.....	25
2.8 Variables of the study	25
2.9 Procedures.....	25
2.10 Statistical processing.....	28
Chapter Three: Results of the Study	29
3.1 Introduction.....	29
3.2 Results of the Quantitative Data	29
3.2.1 Results of the First Question.....	29
3.2.2 Results of the Second Question	30

3.2.3 Results of the third question and its related hypothesis.....	30
3.2.4 Results of the fourth question and its related hypothesis.....	31
3.3 Results of the Qualitative Data	32
3.4 Summary	37
Chapter Four: Discussion, Conclusion and Recommendations.....	38
4.1 Introduction.....	38
4.2 Discussion of the Results	38
4.3 Discussion of the Results of the Interviews.....	41
4.4 Conclusion	45
4.5 The study Limits	46
4.6 The study Limitations	47
4.7 Recommendations.....	48
List of Abbreviations	50
References.....	51
Appendices.....	58
الملخص	ب

List of Tables

Table (1): Statistical Analysis of the control and experimental groups.....	29
Table (2): Paired t-test result of the student's scores between the experimental groups on post-evaluation	30
Table (3): Independent sample t-test of students' scores on the pre – evaluation of the control and experimental group.....	31
Table (4): Paired t-test results of the student's scores between the control group on pre and post – evaluation	32
Table (5): Thematic analysis for the interview answers	33

List of Appendices

Appendix (A): The Interview Questions	58
Appendix (B): Evaluation criteria for using synchronous TikTok videos.....	59
Appendix (C): The tutorial videos for students to learn how to apply the technique.....	60
Appendix (D): Results of the Post-& Post tests for the control group (d) and the experimental group (t)	61
Appendix (E): The form of the Pre- test	62
Appendix (F): The form of the Post- test.....	63
Appendix (G): The evaluation criteria for the tests	64

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Abstract

I suggest rewriting the abstract like this ‘The main objective of this study was to investigate the impact of using synchronous TikTok videos to improve the speaking skills of the students who study the course English for the Workplace at an-Najah National University. Students were asked to create two videos by using lip-syncing. To achieve this objective, a quasi-experimental approach was used with two groups: experimental and control. The study population consisted of all students who studied the course *English at the Workplace* at An-Najah National University in the summer course 2023 /2024. On the other hand, the study sample involved (54) male and female students who were randomly distributed into two groups (controlled (26) and experimental (28) who were at their BA level studying at the Faculty of Economics and all of them had finished more than 90 hours of their studying program. To achieve the objectives of the study, pre and post-speaking skills tests were constructed as data collection tools after reviewing some previous research on the topic. To ensure the validity of the tests, they were rated by five specialists in the field of testing and evaluation at Al-Najah National University and Al-Quds Open University. Their suggestions and comments were taken into consideration to modify and improve the content and the wording of the tests by omitting, adding, or rephrasing items that needed modification. The tests' reliability was calculated by using the Chronapach Alpha test which was (0.589) for the students' responses. Results of the study indicated that there is a relatively slight impact of using synchronous tiktok videos on improving EFL students' speaking skills at An-Najah National University. Furthermore, the results revealed that there are statistically significant differences in the impact of using synchronous TikTok videos on improving students' English-speaking skills in the English for the Workplace course at An-Najah National University on the pre-and post-evaluation of the experimental group. The significant value was (0.000) which is less than (0.05). The differences were in favor of the post-evaluation. The

improvement in scores was (1.80357) which was in favor of the post-evaluation. In light of the findings, the researcher recommended using synchronous TikTok videos in the to improve students' speaking skills and presented some recommendations for EFL teachers, researchers, and other stakeholders.

Keywords: Synchronous Videos; Speaking Skills; EF; Lip- syncing.

Chapter One

Introduction and Theoretical Background

1.1 Introduction

Teaching English occupies a prominent position in the world, especially with the spread of the enormous internet technologies and applications. The significance and merits of mastering English have become the dream of every ambitious person who aims to find a suitable position in this competitive world. Thus, teachers find themselves more responsible for helping their students to become fluent speakers of this global language. This implies trying their best efforts to select the most recent methods and approaches that can meet students' needs and interests. Once they decide to start the "journey in search of the best", their feet will lead them to several applications that can be easily reached and downloaded on students' smartphones and tablets.

Learning English as a foreign or a second language entails learning four major skills: listening, speaking, reading, and writing. Besides, students need to master other sub-skills that can help them practice the four skills. These sub-skills are usually manifested in learning vocabulary, grammar, pronunciation, and intonation, to name a few. Regardless of this classification of English language skills, speaking is given priority by some educators since it is considered one of the best means of communication even for illiterate people. Speaking English is desirable in many areas since it is a technical language, the language of international business, or the universal language of intercultural communication. However, as we realize in the Palestinian context, there are few opportunities for daily use of English in the foreign language context. What is worse is that there might be little or no flexibility to address speaking and pronunciation, which is typically not as high as grammar and vocabulary learning.

According to some research studies, speaking is a very important skill for students because it will be evidence for mastering the language. If students can speak the language in a good way, they can get in touch with people and also express their feelings. Speaking is an important skill and by mastering it, one can better communicate. Therefore, enhancing students' speaking skills should be taken into teachers' main concern. To speak English means to convey information or to express thoughts through the English language. If the speaker can produce the language automatically without stops or with no

need for time to edit then he/she is fluent. So, we need to solve this problem and motivate EFL students to engage with the learning process in case they want to improve their level of learning the English language.

Assessing speaking skills

The researcher believes that acquiring speaking skills is a must for every EFL student because mastering them means that the learner is at the productive stage where he/she can express his/her thoughts clearly. We all know that producing a complete English sentence needs other skills. So, through fluent speaking, the learner shows that he/she is at a good level in reading, listening, and writing skills. According to Brown & Abeywickrama (2010), speaking proficiency may also be broken down into other skill groups. Five speaking performance categories and related activities are described as: Imitative Speaking, Intensive Speaking, Responsive Speaking, Interactive Speaking and Extensive Speaking (monologue). Firstly, the capacity to mimic what one hears in words, phrases, or sentences is known as "imitative speaking." Secondly, Intensive speaking refers to the user's ability to produce brief spoken language segments intended to evaluate certain grammatical, lexical, phrasal, or phonological skills. The speaker should understand the importance of what they are saying when doing such jobs. Thirdly, responsive speaking means being able to interact in a brief discussion or small talk. The learner can follow up questions and respond to a predetermined prompt. Fourthly, interactive speaking includes longer and more advanced sentences of dialogue. It involves multiple exchanges of information involves longer and more complex stretches of dialogue than responsive speaking. This usually involves multiple exchanges of information. Finally, extensive speaking entails speaking for a long period, including when delivering a speech, oral presentation, or narrative. It needs some time for preparation.

Moreover, there are many rubrics for evaluating communication and speaking skills which we should put into consideration while assessing speaking. Communication examinations now emphasize total language competency and communication competence rather than evaluating specific linguistic elements. Receptive and productive skills are two ways to measure communicative abilities. For example, recognizing formal or informal language, and responding appropriately are receptive items. On the other hand, oral or written tasks like role-playing, conducting interviews and writing dialogues are examples of productive knowledge. The following criteria should be taken into

consideration when we want to judge if the assessment is communicative or not: meaningfulness and context, language use, authentic language, real task and integration.

The Power of Technology

Nowadays, most teachers believe in the power of using new techniques because they feel that it is the time to deal with things that students are familiar with. It is the time to knock on our students' doors instead of letting them alone inside. Simply this is because we are in the world of technology, the internet, and social media apps. Fortunately, it is claimed that the world has become a small global village that is interconnected through a vast number of information and communication technologies (ICTs) including social media, smartphone applications, emails, etc. There are four key reasons why people use social media applications: enjoyment, sociability, self-expression, and academics. If social media are skillfully integrated into EFL classrooms, several educational benefits are expected including assisting EFL learners to improve their English communication competence, especially for school students (Arfiandhani, 2020). Social media apps hold many advantages for the learning process according to (Zgheib & Dabbagh, 2020). For example, Facebook opened the door for students to get in touch with native speakers and also offers many educational pages and groups. This helps learners improve their communication skills, motivation, and ability to work together. Furthermore, YouTube is a media-sharing tool that allows learners to create and share videos, upload and tag photos, leave comments on pictures and videos, summarize lecture notes, and record demonstrations (Zgheib & Dabbagh, 2020).

One of the widespread applications is TikTok which was launched in 2022. TikTok has registered over 3 billion downloads globally, making it one of the social media apps that achieved widespread success (Dean, 2022). According to Herlisya and Wiratno (2022). TikTok application is an application that can be used to create and share various short videos in vertical format, which are played by simply scrolling up or down on the screen. Zaitun, Hadi, & Indriani (2021) maintained that TikTok offers a viable platform as an interactive learning tool that can improve students' learning outcomes, particularly their writing and speaking skills. Besides, Gupta and Bashir (2018) claimed that using TikTok enables students to be motivated and highly engaged with this process and thus improve their speaking skills as it is an entity they like. In This regard, Willis and Willis (2007) maintained that to teachers need to use or introduce many skill-oriented technology-based

activities to make learners explore varied learning environments to learn English interestingly. TikTok can provide students with advanced tools to develop this skill. Baird (2002) suggested that the atmosphere for teaching and learning is also a major factor in promoting students to learn. A good encouraging atmosphere can promote students' confidence in language learning. The popularity of TikTok among youngsters is one of the explanations why this social media App may be considered a learning tool for EFL students.

Using the TikTok app means that you will be capable of knowing how to deal with its features. For example, uploading a high-quality video and editing it will be taught to you in a tutorial as long as you open the app. TikTok also allows you to make voice overs, and duets and to make live video streaming. The most important feature in TikTok according to this study is the so-called synchronous video feature which depends on the lip-syncing technique that allows the users to sync their lips with the audio coming from the original video. Syncing, in general, means to make a match between two things or actions at the same time. Lip-synch or lip-sync (lip syncing) is an operation for matching between the speaker's lip movements and the spoken vocals that come from an audio output source. According to Wei & Deng (2015), lip-syncing can be defined as a process of matching spoken words with someone's lip movements.

To sum up, most educational institutions are currently searching for more recent technological techniques that help them compete with other institutions because survival is for the best. The reason behind this is that these tools and techniques show their significant role and effect in improving students' skills, especially in learning the English language. In addition to that, these technological tools are familiar to students which will make using them easier and better than the older ones. For example, YouTube, Facebook, and Instagram play a major role in the teaching and learning process. Lip synchronization or lip-syncing is the technique of syncing the movement of lips with the given audio. The audio can be English songs or English sentences spoken in films and series. This will help EFL learner to sync many English sentences which will lead them to improve their speaking skills after taking some steps. The researcher believes that using synchronous videos (lip synchronization) via the TikTok app will provide students and teachers with a modern and trendy technique that will attract them. Using lip-syncing in short videos

on TikTok app is the case that this research will try on EFL students at an-Najah National University.

To mention the use of TikTok in education in general in front of parents and eldest teachers is a risky step. They have many reasons to be against TikTok app. Parents rated how the TikTok app can be used to help kids learn. The efficiency of the TikTok-based online learning strategy is shown by the fact that kids choose to play while learning is still taking place. The data gathered from these sources may serve as an example of the ineffectiveness of the TikTok-based online learning structure that was implemented during the COVID-19 outbreak (Ardiyanti, Suryani, & Nurhayati, 2021). Moreover, using this program can potentially alter behavior by fostering an attitude contrary to character education. Sticking to the values of honesty, fairness, obedience, respect for one another, and mutual respect are required (Valiana, Rahman, & Putri, 2020).

To be fair enough, -as every new technological tool in general and every platform – TikTok has some drawbacks that need to be considered. Wojdan, Wdowiak, Witas, Drogoń, & Brakowiecki (2020) claim that TikTok can produce many problems. For example, kids and teenagers can be addicted in using it so they may waste a lot of time on it. In addition to that, according to Keenan (2022) TikTok may cause mental health problems on teenagers. Using social media apps frequently makes people more dependent on it. Which will lead them to be engrossed in these apps and then to be addicted (Mekler, 2021). Aster (2023) believes that TikTok encourages teenagers to enroll in dangerous social media challenges or to communicate with bullies.

The researcher appreciates the opinions that are against using TikTok for educational purposes as they have many convincing reasons. At the same time, the researcher believes that every single thing in teaching, especially when it is new and up-to-date, needs to be under control. Being under parents' control will prevent the majority of TikTok drawbacks mentioned above. By having students under control while using the app, the time spent on these apps will be reduced, the content that they will watch will be pure and they will avoid communicating with strangers. Many mentioned and unmentioned disadvantages can disappear if we only do not misuse the app and stick to adults' instructions.

1.2 Statement of the Problem

Learning English cannot be achieved without focusing on the speaking skills. This is because mastering speaking skills gives students confidence, power, and satisfaction with their language level. Unfortunately, most students are unable to practice their speaking skills in the classroom environment for many reasons. Some of them might lack self-confidence or they may feel frightened to speak in public. Others might be inhibited by the environment or even the teacher who does not believe in the importance of speaking as a major productive skill. Such teachers may claim that working on more speaking activities is a kind of time-consuming. These teachers are usually in favor of focusing on teaching grammar and vocabulary by using traditional methods of teaching which mostly lack engagement, interaction, and motivation.

On the other hand, some teachers do not believe in the potential of smartphone applications in general and TikTok in particular to the extent that they might consider it as a real threat to our cultural norms and values especially when some countries like Jordan, Iran, Afghanistan, India and others prohibited using the TikTok for one reason or another. TikTok is seen by some decision-makers as a potential threat to ethical standards and a possible cause of Heterodoxy, deviation, and imposture. Thus, using TikTok for educational functions has become a controversial issue that has its pros and cons. Hence, one of the main objectives of the current study is to uncover the possible potential of TikTok by investigating the impact of using Synchronous TikTok videos on improving students' speaking skills at An-Najah National University.

1.3 Questions of the Study

The current study sought to answer the following questions:

1. What is The Impact of Using Synchronous TikTok Videos on Students' English-Speaking Skills in English for the Workplace Course at An-Najah National University?
2. Are there statistically significant differences at ($\alpha \leq 0.05$) in The Impact of Using Synchronous TikTok Videos on Students' English-Speaking Skills in English for the Workplace Course at An-Najah National University due to pre and post-evaluation of the experimental group?

3. Are there statistically significant differences at ($\alpha \leq 0.05$) in The Impact of Using Synchronous TikTok Videos on Students' English-Speaking Skills in English for the Workplace Course at An-Najah National University in the pre-evaluation of the control and experimental group?
4. Are there statistically significant differences at ($\alpha \leq 0.05$) in The Impact of Using Synchronous TikTok Videos on Students' English-Speaking Skills in English for the Workplace Course at An-Najah National University due to pre and post-evaluation of the control group?

1.4 Hypotheses of the study

This study aimed to test the following hypotheses:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in The Impact of Using Synchronous TikTok Videos on Students' English-Speaking Skills in English for the Workplace Course at An-Najah National University on the post-test due to pre and post-evaluation of the experimental group.
2. There are no statistically significant differences at ($\alpha \leq 0.05$) in The Impact of Using Synchronous TikTok Videos on Students' English-Speaking Skills in English for the Workplace Course at An-Najah National University in the pre-evaluation of the control and experimental group.
3. There are no statistically significant differences at ($\alpha \leq 0.05$) in The Impact of Using Synchronous TikTok Videos on Students' English-Speaking Skills in English for the Workplace Course at An-Najah National University in the pre and post-evaluation of the control group.

1.5 Significance of the Study

The significance of the study lies in the importance of highlighting the impact of using synchronous videos via the TikTok application on the speaking skills of English for the workplace course students at An-Najah National University. The results of the study are hoped to help English language teachers create a better and more flexible atmosphere where they have more opportunities to practice the English speaking skills using TikTok as a social media platform. Moreover, the results are hoped to help instructors of English at the Departments of English language and literature and the instructors at the Center of

Languages at An-Najah National University in updating their methods of teaching on one hand and learning how to integrate smartphone applications in their EFL classrooms. Besides, the current study aims to shed some light on the practical side of using TikTok for educational purposes since it has become an essential component of teenagers to the extent that some students are addicted to TikTok. This familiarity with the application can give the students the chance to move their lips silently (lip-synching) through synchronous videos. As a result, students will be able to produce full sentences and improve their speaking skills gradually. Lastly, to the researcher's best knowledge, this study will be the first in Palestine and may be in the Arab World that aims to explore this feature of TikTok which can open the floor for future researchers to investigate other features and potentials of TikTok and of course benefiting from the literature review in this study.

1.6 Objectives of the Study

The major objective of this quasi-experimental study lies in investigating the impact of using synchronous TikTok videos to improve the speaking skills of the students who study the course English for the Workplace at an-Najah National University.

Terms Definitions

Synchronous video: it is a synching-based video that depends on someone's lip movement performance matching it with an existing audio.

Lip-synching: it is a process for associating between the performer's lip movement and the spoken speech. The performer in lip-synching is doing the process silently without producing any voice. While the voice is coming from an audio output source like a speaker or a phone (Wei & Deng, 2015).

Speaking skills: As noted by Brown (2004), it is the ability of creating sentences loudly which is a crucial linguistic competency in speaking skills.

Operational Definitions

Synchronous video: This is the type of video used for learning English that depends on two steps. Students in this kind of video are asked to create a synchronous video using the researcher's audio choice that is related to their curriculum content. Then they will

act like they are the real speaker while they are not. The second step is asking students to do the speech without synching.

Lip-synching: English in the workplace students were asked to match their lips movement to the audio that is related to job interview.

Speaking skills: English in the Workplace course students' ability to produce full correct sentences related to the context of job interview.

1.7 Literature Review

The use of technology in language instruction has gained popularity in recent years, especially when it comes to teaching English as a second language (ESL) or a foreign language (EFL). One of the technological tools that have been explored in language learning is the synchronous videos on TikTok app. It has been suggested as an approach to enhance English language learning, particularly in the field of speaking skills. This literature review aims to explore previous studies that will play a major role in shedding light on the impact of using synchronous TikTok videos on improving students' speaking skills.

1.8 Theoretical framework

The main objective of the current study is to investigate The Impact of Using Synchronous TikTok Videos on Students' English-Speaking Skills in English for the Workplace Course at An-Najah National University. Hence, it is crucial to discuss some learning theories that help answer the study's questions and form a well-structured theoretical framework. Most learning theories aim to explain how students acquire and retain knowledge during the teaching/learning process which is the first priority in all educational institutions.

In this respect, the first theory is the socio-constructivism theory which was initiated by Jerome Bruner in 1966. This pioneering theory suggests that learning is expected to take place when learners actively participate and construct basic knowledge via inquiry and discovery which all in all emphasizes interaction, collaboration, and group work as key factors to effective learning (Akpan, Igwe, Mpamah, & Okoro, 2020). Accordingly, what makes constructivism more appealing is that it can be a valuable resource of scaffolding when utilized in the classroom since the constructivist view of learning can be used to

encourage students to use practical approaches to create more knowledge, reflect on and talk about what they are doing. Krahenbuhl (2016) defines constructivism as “an epistemological view of knowledge, arguing that knowledge is derived in a meaning-making process through which learners construct individual interpretations of their experiences and thus, construct meaning in their minds” (p.4).

Meanwhile, several educators discuss the dimensions and roots of constructivism as a means to explain its relatedness to learning and teaching. For example, Kanuka & Anderson (1999) created a framework to convey "epistemological constructivism positions for the aim of clarifying some conflicting information in the literature of constructivism learning theories. The framework involved four positions and two dimensions. The first dimension evaluates whether reality is objective and independent of the learner, or subjective and influenced by their own experiences. The second component assesses whether information is derived from social, cultural, or contextual sources, or if it is developed independently. On the other hand, they proposed four positions: cognitive constructivism, radical constructivism, situated constructivism, and co-constructivism.

By the same token, Liang & Akiba (2015) posited the incorporation of constructivist pedagogy in teaching practices that may be driven by teacher assessment policies. More specifically, they maintained that standards-based reforms also require teachers to make a transition from traditional teacher-centered didactic instruction to student-centered constructivist instruction which can yield higher achievement among students. Hence, this theory implies that TikTok allows users to create and share content, which in turn contributes to facilitating a constructivist approach to learning.

The second theory is the social learning theory which was proposed by Albert Bandura in 1977 to emphasize that people are active information processors who ponder the relationship between their actions and the consequences. Accordingly, learners acquire new behaviors by seeing and copying others' observational learning, in which individuals gain knowledge, skills, attitudes, and beliefs by observing others' actions and the consequences that follow, resulting in the modeling and adoption of observed behaviors.

McLeod (2024) maintained that social learning entails four mediational processes each of these components is crucial in determining whether or not imitation occurs upon

exposure to a model. The first component is attention which simply means viewing a model does not guarantee that observers will pay attention. Therefore, the model must pique the observer's interest, and the observer must find the model's behavior worthy of imitation. Attention is so critical in determining whether a conduct motivates others to copy it. The second component is retention whereby individuals symbolically preserve a model's actions in their minds to create a memory of the conduct that will be repeated later because even if the behavior is reproduced shortly after seeing it, there needs to be a memory to refer to. The third component is called motor reproduction which indicates the ability to carry out the behavior that the model just exhibited. Thus, motor reproduction processes use internal symbolic pictures of observed behaviors to direct actions.

Finally, the fourth and last component is motivation where the motivating and reinforcement processes pertain to the perceived positive or negative consequences of replicating the model's activities, which are likely to increase or decrease the chance of imitation.

The willingness to engage in the behavior. The observer will analyze the incentives and punishments associated with a specific conduct.

If the perceived benefits surpass the perceived costs (if any), the observer is more inclined to replicate the activity.

The third theory is connectivism which was suggested by George Siemens & Stephen Downes. According to Herlo (2017), connectivism, being relevant to digital society, paves the way for a new model of learning, adequate to the knowledge society, in which "learning is a process of connecting specialized nodes or information sources because the Internet made a huge shift into the understanding of the knowledge nature. As a result, no formal organization controls or creates knowledge in networks; however, organizations can and should "plug into this world of constant information flow and draw meaning from it." Siemens & Downes maintained that connectivism assumes knowledge sharing between nodes of knowledge, which are individuals or organizations with some expertise in a particular field, which can induce learning.

According to Siemens (2004), connectivism learning theory posits that learning and knowledge are based on the following viewpoints:

1. Learning involves linking specialized nodes or knowledge sources.
2. Learning may occur in non-human devices and applications.
3. The ability to know more is more important than what is now known.
4. Nurturing and maintaining connections is needed to facilitate continual learning.
5. Ability to see connections between fields, ideas, and concepts is a core skill.
6. Currency (correct, up-to-date knowledge) is the objective of all connectivist learning activities.
7. Decision-making is itself a learning process

The fourth theory is the Mobile Assisted Learning Language (MALL) which was created by (Chinnery, 2006). Chimney believed that mobile phones play a major role in teaching students a new language. However, this theory started in 1994 (Burston, 2014). Many previous studies discussed the importance of using mobiles while learning a foreign language. There are a lot of benefits to using the MALL theory in learning a new language. For example, it gives students the choice of when and where, and how they want to learn. This means that pupils are autonomous and self-independent learners. This leads to another benefit of the MALL theory as being an independent learner motivates students and increases their desire to learn a foreign language. Mobile-assisted language learning is considered a non-traditional teaching technique that enables students to be curious to try and learn via it (Karsenti, et al., 2013; Kukulska-Hulme, 2009). In terms of communication, MALL is a technological skill that we use to communicate and interact with the world. While using mobile in learning languages, we are aware of every new and up-to-date technique in the world of learning another language. Moreover, this will facilitate and speed up the process of learning another language automatically.

Using technology in English language teaching

There are a lot of technological resources for teachers and students to teach and learn. For example, there are mobile learning, blogs, and social media. These ways have been employed to help students to learn. Technology has played a significant role in education during the past few decades. It is essential to the planning of the classes and the process

of teaching and learning (Pourhossein, 2017) (Ahmadi, 2018). The use of the Internet increases students' motivation (Arifah, 2014). According to Ahmadi (2018, p. 118), when learners learn with technology, it assists them in developing their higher-order thinking skills. It can be concluded that the true combination of multimedia and teaching methodology is very important to attract learners' attention towards English language learning. In addition to that, learning materials must be accessible to students and should not cause them to feel uncomfortable (Zaitun, Hadi, & Indriani, 2021). As a result, the idea of using technology is being recommended in the educational activities. According to Aloraini (2012) & Maney (2009), the process of teaching and learning should be seen from a new, different and up-to-date perspectives. Students and teachers should not be in the same educational routines which they started 10 years ago.

A study by Wahyuningsih & Putra (2020) examined the impact of using technology in teaching English, especially in improving the students' speaking skills in the Mataram Hospitality Study program. The researchers used computers and the internet to teach students how to speak English. YouTube, Duolingo, Rosetta Stone and Google Classroom were used as a resource for learning. The sample included 30 students. This study showed that learning through technological aids has a considerable effect on students' speaking proficiency. Moreover, an improvement in the students' speaking scores test was shown according to their pre-and post-test scores. The study recommended using technological mediums in learning English to enhance students' speaking skills. The juxtaposition between social media and technology is recommended in many research studies on teaching and learning English. This mixture allows students to improve their English skills. One of the technological and social media strategies is Vlogging which plays a major role in improving students' speaking skills. According to Maulidah (2017), vlogs enhance students speaking abilities and increase their motivation because it is a fun and enjoyable way to learn. This study highlighted that using vlogs has the potential to help students speak correctly in presentation. Also, it prepares students to be confident speakers.

The researcher believes that technology can be useful for teachers who know how to deal with it to make it serve the educational process. Moreover, technological advancements are expected to play a major role in facilitating the process of teaching and learning a foreign language.

Using social media apps in teaching and learning the English language and improving speaking skills

Social media platforms like Facebook, WhatsApp and Instagram have been used in English language education for more than a decade (Alnujaidi, 2017). The reason for their utilization is their ability to support language acquisition concurrent with the integration of digital competency into the educational process (Martín-Monje, Castrillo, & Mañana-Rodríguez, 2018; Solmaz, 2018; Alsaied, 2017). According to Marlianingsih (2016), students can understand and achieve the improvement they want in learning if teachers use an appropriate media. It will also serve them to explain the content of the material in a better way. Social media makes communication easier and learning never stops. By building a network where students create material and exchange information while interacting with one another, they also foster online communication (Ruiz & Fachinetti, 2018). This is achieved by encouraging collaboration and involvement (Cela-Ranilla, Esteve-González, Esteve-Mon, González-Martínez, & Gisbert-Cervera, 2017); (Fernández-Ferrer & Cano, 2019). This entails using blended learning models, which enable learning to occur in settings that are more independent than traditional classrooms (Law, Geng, & Li, 2019; Chen Hsieh, Wu, & Marek, 2017; Hung, 2015). Most EFL students believe that these platforms play a major role in improving their speaking skills and motivating them to learn English (Sharma, 2019). Social media has been demonstrated to have a favorable impact on improving students' English vocabulary abilities. According to Zam Zam Al Arif (2019), EFL students have positive attitudes toward the use of social media in English language learning, which might boost their desire and readiness to speak and acquire the language. Students nowadays are familiar with social media as a learning medium and as an entertainment tool. Indeed, using a tool for improving pupils' listening and speaking skills is preferred from the students' side because it goes in line with their interests (Hashemifardnia, Namaziandost, & Sepehri, 2018; Gibbins & Greenhow, 2016). In this regard, Yang (2020) identifies four primary uses of social media: academics, entertainment, sociability, and information.

According to Brown (2004), being able to produce sentences orally is a linguistic competence that is essential for enhancing speaking skills. Nevertheless, mastering speaking skills is not always attainable and effortless for several reasons. For example, while learning the language; students may be reluctant to speak in English. Their limited

vocabulary and lack of practice may prevent them from becoming fluent in English although speaking fluently is one of the most vital communication abilities, particularly when transferring information. According to Pratiwi, Uffairah, & Sopiah (2021), a person may be bold and expressive when speaking if they take into account six crucial factors. They are assurance, precision and fluency, selecting the appropriate words, indicating our direction, maintaining the attention of the audience, and sounding genuine. Students prefer using social media apps to improve their listening and speaking skills because it aligns with their beliefs. In addition to that, Ghoneim & Abdulsalam (2016) mentioned in their study that social media apps enhance students' speaking abilities. This is also addressed in a different research by Sevy-Biloon & Chroman (2019), who highlighted that employing video chat features allows students to practice speaking in meaningful and purposeful communicative activities. In addition to lowering students' anxiety levels and boosting their confidence, this would allow instructors to promote speaking practice in a more comfortable and natural setting. Besides, a study carried out by Baron (2020) investigated 20 postgraduate EFL pupils in a university in Jakarta to choose a suitable social media platform for teaching EFL learners speaking skills. Baron used a descriptive qualitative method to collect data using two instruments: the interview and the observation. The most important thing is that the study revealed that Zoom and Google are famous apps that utilize videos to communicate while YouTube is used for learning English speaking skills. Moreover, WhatsApp was found to be mastering English speaking skills because it is easy to use since it has some features that facilitate the process of learning like creating groups. Accordingly, the study recommended teachers increase their creativity by using these platforms. Another study by Lingga, Yuliyanti, & Ningsih (2021) took vlogs on social media as a way to examine how first-year students may be affected in their speaking skills by vlogs. To achieve this objective, sixty-five students from the Information Technology Department comprised the sample of the study. To collect data, planning action research and observation were used. The students were asked to create vlogs to examine their ability to express their opinions in English. The results of the study showed an improvement in the students' skills in vocabulary, grammar, pronunciation and fluency. It also showed that vlogs is an enjoyable way to teach English especially the speaking skills. It also enhances their public speaking skills and motivates them to study alone. Thus, it was suggested that Vlogging teaching can be used for all ages and levels and not only for first-year students.

On the other hand, utilizing social media sites comes with several drawbacks. According to Novitasari & Addinna (2022), using TikTok to study English is hampered by problems with the internet network and pricey internet payments. To use TikTok, students must buy data bundles from their internet service provider, which might be costly. In addition, a lot of the information on TikTok has the potential to distract pupils from their primary focus. Additionally, when students have questions or need more explanations from the material authors, they are unable to get fast answers. According to Safitri (2021), inadequate internet connections and offensive material are the two main obstacles that students encounter while utilizing social media to study English.

The researcher claims that the difficulty of improving speaking skills can be solved by the utilization of new, technological and trendy learning materials. These materials can be apps, m-learning, blogs, vlogs...etc. According to Bolton, Botha, & Bacon-Shone (2017), due to students' limited oral English competency in real English communicative contexts, TikTok may be an option to help EFL undergraduate students develop their English language communication skills.

TikTok app as a platform for teaching and learning the English language

According to Doyle (2023), TikTok is used by one million users per month which is a sign that it is a cultural trend. Demmy & Fathul (2018) stated that this app gives users the ability to create engaging videos and private conversations. TikTok is a popular social media platform that may be utilized as an educational tool as it is a fun and stress-free learning tool for students who plan to improve their English language skills. In addition, TikTok offers a range of entertaining and simple-to-understand video content, the ability for users to learn from native speakers, and non-native speakers as well. TikTok has gained popularity recently, especially among EFL students who are studying the language for different purposes and in different contexts. TikTok has a positive impact on students' self-confidence (Setiawan & Ariani, 2022). When students use TikTok for educational purposes, they can rely on their abilities to learn on their own. They will also feel that they can learn and benefit from this autonomous process, which will provide them with the confidence they aim to build. In this regard, Irianto (2021) claims that TikTok is preferred by many groups like teenagers and adults whereas Pratiwi, Uffairah, & Sopiah, (2021) indicated that the participants' attitudes towards the TikTok app were promising. These favorable attitudes and perceptions point out to the possibility of using this trendy

app as a technique in English language learning. By the same token, a study conducted by Chen & Kang's 2023 revealed that TikTok helps students enhance their language proficiency due to the fact that students showed a willingness to participate in activities related to their daily routines especially when using social media as a learning tool. Herlisya & Alfiawati's 2019 study showed that using TikTok to instruct English language writing abilities has several merits.

Through utilizing a qualitative method and a questionnaire to gather data, Putri (2022) examined the impact of TikTok on enhancing the speaking abilities of 20 university students enrolled in an online English educational study program. The findings of the study indicated that TikTok may be a useful tool for raising pupils' speaking proficiency. Additionally, with the use of this program, pupils demonstrated favorable attitudes towards learning. Similarly, Herlisya & Wiratno (2022) found through a classroom action study that adopting TikTok as a teaching medium increased the speaking skills and learning activities of 20 English Education major students. According to qualitative research by Novitasari & Addinna (2022), students confirmed that utilizing TikTok to study English is a good idea.

Additionally, Nasichah (2023) found that most students consider the TikTok app favorably and think it may help them become more fluent speakers. Thus, TikTok could be a helpful resource for raising pupils' speaking proficiency. Ferstephanie & Pratiwi (2022) found that TikTok usage might improve the English-speaking abilities of tenth-grade pupils in addition to university students. Students were encouraged to enjoy their studies via the TikTok app, especially when it came to honing their speaking abilities. Students were allowed to express their ideas and creativity while generating the content. The TikTok app gave pupils new methods to be better when speaking English. Students were exposed to authentic learning scenarios and real-world settings using TikTok, which helped them to reflect on their language learning and improve their English proficiency, particularly in speaking. Moreover, TikTok educational short films have simplified the process of learning and increased accessibility (Huda, 2023).

Many researchers worked on investigating the effect of using the TikTok app on expanding student's vocabulary in English and how students felt toward this experience

(Fahdin, 2021); (Anumanthan & Hashim, 2022; Wardani, 2022; Rahmawati & Anwar, 2022; Bernard, 2021; Rahman, 2021).

According to Gao, Tsai, Huang, Ma, & We (2023), TikTok has the potential to empower students' oral proficiency and increase their motivation. This might be because TikTok offers trendy and new ways to show the content of the video. Thus, it can push students to practice English via this platform. Students between 13-19 years old are currently using this app as a digital environment for communication (Bautista, López, & Giacomelli, 2021). An experimental study on using TikTok to enhance the students' speaking skills conducted by Diana, Windy, Claudia & Melor (2020) showed that the participant's capability to speak was improved after their participation in the 'let us TikTok tells' program. The participants started to use more adjectives and speak more about the topics given to them. This goes in line with the study of Syazana, Kamini, Izzat & Melor (2019) who discovered the effect of using TikTok to enhance ESL students' writing skills, focusing on action verbs. It showed that using TikTok, for this reason, improved students' writing skills in their second language. Moreover, Galuh (2021) who examined students' perceptions toward using TikTok for learning English vocabulary found that this app is valuable for increasing students' English vocabulary. A qualitative methodology in Bernard's (2021) research showed that TikTok taught students many different and new vocabulary sets via its educational content, creating a good learning environment for learners. Students were learning and enjoying the app at the same time. Bernard used videos to teach English vocabulary and examined how these videos may help increase ESL students' vocabulary learning.

In terms of English language communication, TikTok might provide relatively short videos of instructional content offered by English teachers, educators, and some native English speakers on its platform to help young people learn creatively as claimed by (Syah, Nurjanah, & Mayu, 2020). Additionally, according to research conducted by (Afidah, Sari, & Hanifah, 2021), UNWAHA students had a positive attitude towards TikTok as a video aid for EFL classroom instruction and for outside usage to improve their English. They declared that TikTok would be a teaching tool in speaking lessons. According to Karthigesu, Ismail, Ahmad, & Yunus (2019), this app allows pupils to exchange videos to increase the amount of knowledge in their English proficiency like writing and action verbs. TikTok is the most popular social networking platform among

undergraduate EFL students, according to (Wu, 2020). The author confirms that TikTok is becoming more and more popular among young people, to the extent that EFL children might use it to develop their communication skills in the English language. According to the communicative competency hypothesis, TikTok's brief films may also contribute to these kids' increased exposure to the English language because of its virtual environments (Escamilla-Fajardo, Alguacil, & López-Carril, 2021; Karthigesu, Ismail, Ahmad, & Yunus, 2019).

Synchronous videos and lip-syncing in the TikTok app

As this topic is a current issue in teaching the English language to EFL learners. the researcher faces some difficulties in finding previous studies related to the impact of synchronous videos and lip-syncing on improving speaking skills via TikTok app. The researcher believes that this is a strong point because this means that this research will add a new recommended technological technique to the process of teaching and learning the English language and it will add a lot to the review of literature for future studies.

As mentioned by Nabilah, MP, Lazuardiyyah, Syaifuddin, & Abdi (2021), TikTok is an important means that focuses on the use of audio-visual aids to improve students' English language skills by utilizing short videos. According to Sophia (2023), in lip-syncing, a performer imitates the words and feelings from a vocal track that has already been recorded. The researcher added that accurate timing, close attention to detail, and a profound comprehension of music and performance art are necessary for lip-syncing to be successful. It makes sense that talented lip-sync performers attract audiences with their ability to fool us into thinking we are watching live singing when, in reality, they are showcasing pure artistic talent. We can appreciate the skill and effort that go into these performances if we know how lip-syncing operates. Making believable lip sync requires a variety of skills, from matching mouth motions to perfecting timing and emotion. Lip-syncing holds an important part in TikTok because it enables users to make engaging and fun content by miming along to popular songs, movie dialogues, or other audio clips. Users may interact with others on the app and pleasantly express themselves. Users on TikTok are using lip syncing as a popular technique to show off their acting skills and creative self-expression. It takes work to become proficient at lip-syncing with exact time and believable facial expressions, but the reward is personality-showcasing viral videos (AsapGuide Staff, 2024). In addition, lip-syncing on TikTok is a skill that can be acquired

with patience via constant practice and improvement, leading to an endless amount of creative expression. You can create viral lip-sync films that showcase your individuality with the correct audio choices, editing methods, visual components, dedication to consistency, and audience interaction.

Comments on the literature review and previous studies

The researcher observed a wide range of studies investigating the impact of using social media apps in teaching English, especially TikTok app. Examples of such studies include (Chen & Kang, 2023; Herlisya & Wiratno, 2022; Novitasari & Addinna, 2022; Putri, 2022; Lingga, Yuliyanti, & Ningsih, 2021; Baron, 2020). Otherwise, while numerous studies investigated the impact of using TikTok in improving students' speaking skills, such as the works of (Gao, Tsai, Huang, Ma, & We, 2023; Diana, Wendy, Claudia, & Melor, 2020), and to the best of the researcher's knowledge, there is almost no studies focused on the role of synchronous videos and lip synching in improving students' speaking skills . Future studies should address the impact of this technique in TikTok app on improving students' speaking skills . Furthermore, this technique has to be examined by many researchers to test its impact on the other skills for EFL students.

In conformity with the previous review of related literature, certain researchers used a descriptive qualitative approach, as seen in the works of (Herlisya & Wiratno, 2022; Putri, 2022; Bernard, 2021; Syazana, Kamini, Izzat, & Melor, 2019). Other researchers, used the experimental approach such as (Diana, Wendy, Claudia, & Melor, 2020). Furthermore, in the studies examining the impact of using TikTok app in teaching and learning English, many positive results have been shown after using TikTok app in improving students' English language skills. on the other hand, some studies have shown the demerits of using TikTok app in teaching and learning English, such as (Safitri, 2021; Syazana, Kamini, Izzat, & Melor, 2019).

The current study attempts to fill a significant gap in the existing literature by specifically focusing on one feature of TikTok app that has never been examined before – which is the lip-synching and the synchronous videos. While the studies reviewed here have demonstrated the impact of TikTok app in general in improving English language skills (Chen & Kang, 2023; Huda, 2023; Putri, 2022; Wardani, 2022; Fahdin, 2021; Rahman, 2021; Irianto, 2021; Pratiwi, Uffairah, & Sopiah, 2021; Drmmy & Fathul, 2018) there is

a distinct need to explore a detailed new feature in this app that can be used in an educational context to touch its impact on EFL students.

Overall, the current study not only concurs with the general trend of TikTok in language learning, as evidenced by the reviewed literature, but also aims to expand the research in this field by giving a specific feature that can be used in other apps and even on the phone itself, and how this specific technique can improve students' speaking skills in the Palestinian context. This makes the Palestinian educational context the first place that examined this technique all over the world.

1.9 Summary

This chapter was divided into main parts, and sub-parts that shed the light on the theoretical framework and review the relevant literature related to the impact of synchronous TikTok videos on improving students' speaking skills. Each part is followed by a summary for more clarification.

A great deal of scientific research on TikTok's role in education is currently increasing all over the world, and many studies have looked at how this promising platform affects learning outcomes. Although there is a general agreement about the platform's potential benefits, a closer look reveals differences, limitations, and inconsistencies that require further investigation. According to some studies, TikTok can improve learning outcomes and engagement in language education, particularly when it comes to improving the English language skills. For example, the studies of (Chen & Kang, 2023; Herlisya & Wiratno, 2022; Putri, 2022; Novitasari & Addinna, 2022). On the other hand, other studies find that TikTok has a greater impact in creative fields like dance and sports, where visual and interactive content are crucial. This suggests that the effectiveness of TikTok may vary depending on the subject and how it is incorporated into the curriculum.

However, there are some disadvantages to utilizing TikTok as a teaching tool as revealed in the studies of (Aster, 2023; Novitasari & Addinna, 2022; Keenan, 2022; Mekler, 2021; Safitri, 2021; Wojdan, Wdowiak, Witas, Drogoń, & Brakowiecki, 2020). Because the app gathers a lot of user data, privacy concerns are significant and raise concerns about data security and student privacy. Furthermore, the platform's addictive qualities may result in more screen time and distractions, which could impair kids' concentration and academic

achievement. TikTok's instructional content varies in quality and dependability as well; some videos present false or misleading information. These restrictions highlight how TikTok integration into educational contexts requires careful thought and supervision.

Additionally, the earlier research shows notable discrepancies in the literature about TikTok's efficacy for various age groups. While some studies emphasize its growing appeal among older populations, others stress its popularity and effectiveness among younger users, especially Generation Z. This disparity implies that although TikTok could be very captivating for younger pupils, its efficacy for older learners is questionable and might necessitate alternative approaches to content and engagement tactics.

In a nut shell, TikTok has potential as a teaching tool, although its efficacy differs depending on the subject and age group. To optimize the platform's instructional potential, its drawbacks—such as privacy issues and possible distractions—must be overcome. Future studies should keep examining these variations and discrepancies to create safer and more efficient methods of incorporating TikTok into teaching methods.

Chapter Two

Method and Procedures

2.1 Introduction

This chapter presents the study method, population and sample, in addition to the tool, credibility, reliability, variables, procedures and statistical processes.

2.2 Study design

To achieve the study objectives, the mixed-methods - combining a quasi-experimental design with qualitative data collection- was used for its suitability for the study purposes. As explained by Thomas (2024), this research method establishes a cause-and-effect link between an independent and dependent variable in a form that does not depend on random assignment, in contrast to an actual experiment. Rather, respondents are divided into groups according to non-random standards. Moreover, this study utilized a mixed-method approach which included quantitative and qualitative data. The quantitative data was presented as marks for the pre-test (speaking test for checking the equality between the experimental and the control groups) and the post-test (presentation test for checking the improvement in students' speaking skills for both the experimental and the control groups). To give more detailed information, the experimental group practiced the synchronous videos technique that contains lip-synching videos on TikTok app during the semester and they were evaluated according to evaluation criteria. The qualitative data were presented as responses to the interview with 16 students from the experimental group. The thematic analysis was used to analyze the results of this responses.

Using mixed method is appropriate to achieve better results for this study. The quantitative data is important to show a realistic results and outcomes with numbers. On the other hand, the qualitative data will enrich the quantitative findings in giving spoken feedbacks from the sample itself which will lead to a better, clear and understandable impact for the synchronous TikTok videos on students English speaking skills.

2.3 Study Population and Sample

The study population consisted of all students who studied the course *English for the Workplace* at An-Najah National University in the summer course 2023 /2024. On the other hand, the study sample involved (54) male and female students who were randomly

distributed into two groups (controlled (26) and experimental (28) who were at their BA level studying at the Faculty of Economics and all of them had finished more than 90 hours of their studying program. In addition to that, there was a second sample that involved 16 male and female students who were interviewed by the researcher in a face-to-face interview and online interview. The face- to- face interview was divided into two groups, 5 students made oral recorded interviews and 5 students sat on one table writing the responses to the interview questions on paper. The online interview involved 6 students who were interviewed via WhatsApp application.

2.4 Instrumentation

To achieve the objectives of the study, a speaking-skill exam was constructed for data collection to test the equality between the control and the experimental groups (pre-test exam). This pre-test consisted of six questions with a total of 20 points. then a post-test exam was used as a data collection tool to compare the marks of the experimental and the control group. This post-exam contained an oral presentation with a total of 20 points.

The students in the experimental group were asked to create synchronous videos and non-synchronous videos to be evaluated according to the researcher's evaluation criteria. The students were given a zoom tutorial by the researcher teaching them how to create these videos.

2.5 Validity of the study material

To ensure the validity of the test, it was rated by five specialists in the field of testing and evaluation at Al-Najah National University and Al-Quds Open University. Their suggestions and comments were taken into consideration to modify and improve the content and the wording of the test by omitting, adding or rephrasing items that were in need for modification.

2.6 Credibility

The study tool (practical performance test) was subjected to the experts who recommended for their validity in order to achieve the study purposes.

2.7 Reliability

The test reliability was calculated by using the Chronapach Alpha test which was (0.589) for the students' responses. This result is acceptable for the study purposes.

2.8 Variables of the study

The current study used the synchronous TikTok videos technique to explore its impact on EFL students' speaking skills, eventually, it includes the following variables: the independent variable which is the synchronous videos and lip-syncing in the TikTok app, and the dependent variable which is the EFL students' speaking skills.

2.9 Procedures

The study was implemented according to the following steps and phases:

The researcher started by obtaining permission to conduct the study, preparing the study tools, identifying the study sample, conducting the program, conducting the pretest test, conducting the post-test after two weeks, collecting the responses, and statistically processing by the SPSS, gathering the responses of the interviews, discussing the results and finally giving recommendations.

The researcher chose a random sample to apply the study research. The lecturer of the course asked to choose a random sample between the two classes of the same course. Then, a pretest was administered to examine the equivalence of the two groups. The experimental group was the 8:00-9:30 class which included 28 students in English for the Workplace course. At first, the researcher met students in a face-to-face lecture on the 22nd of July 2024 at the university at 8:00 a.m. The researcher prepared a presentation to explain the topic and the lip-syncing technique which they are going to apply. The presentation included a brief introduction about the TikTok app, how TikTok can be used in education in general, how it can be used in learning English, especially in enhancing speaking skills, an explanation for the lip-syncing technique and how this technique will be applied to achieve the goals. In addition to that, the researcher presented some videos of other students' experiences in using the TikTok app in education. At the end of this presentation, the researcher opened a discussion to listen to students' opinions and inquiries about the TikTok app and check if they think that TikTok can be useful for learning English or not. The majority of students showed no worries about using the

TikTok app in learning as they believe that everything has its outcomes and shortcomings. They added that it depends on how to use these apps and how to lead them and control them to get benefits and provide for themselves. The researcher agreed with them and explained what she called (occupying TikTok) that would play a major role in this issue. On the other hand, one student argued that TikTok is not that good because of the type of people who are on TikTok. He described them as weird people because he saw many videos of people who were creating only silly videos with no benefit. The researcher thanked the student for expressing his opinion but the researcher highlighted again the way of using TikTok to control the type of videos and type of people that we can see on TikTok which will be reached via occupying TikTok. The researcher at the end of the presentation concluded the main points and asked if anyone has a problem applying this technique and using TikTok. All of them agreed to apply the technique and they do not have any problem in using it

Moreover, to make everything clear the researcher made an online lecture via zoom app. this lecture was a tutorial included very detailed steps. It started from how to upload the app and how to sign up. An account called (edutok.workplace) created by the researcher in order to upload three videos on it. The students were asked to follow the account and to duet and lip-sync the videos. They had two assignments in order to pass their speaking exam which was out of 20%. The first assignment asked them to only lip sync the videos and to act like they are actually speaking. The second one asked them to create their own videos with their own voices. So the researcher at the second assignment wanted to get rid of the syncing part to move the actual speaking part.

On the other hand the researcher asked the controlled group to prepare for a conversation related to the same topics that the experimental group are dealing with .then she asked them to present them in the class to be evaluated by Dr.Assala Mayaleh. She took into consideration the evaluation criteria which used to evaluate the experimental group assignments.

For marking the assignment the researcher created an evaluation criteria table to see if students were applying the lip-synching technique correctly and following the tips. She wanted to cover many aspects to test if students will have a chance to enhance their speaking skills via mastering the lip-synching technique or not. So, she divided their

performance into many aspects. For example, she wanted to see if they were syncing their lips on the audio accurately which is a very important point. It will play a major role in preparing the subconscious mind to speak the words inside their brains. Also focusing on mastering the lip syncing will help them to produce the second assignment easily. The researcher believes that when students are lip syncing they are speaking the conversation in their inner voice. And when they will decide to do the conversation in real life they will feel that it's not their first time speaking these words! And this will depend on their performance on the first part which is the syncing part.

During applying this research on English for the workplace students' course, the researcher asked the lecturer of the course if she noticed any differences in students' behavior. Dr. Assala Mayaleh said that she asked both the control and the experimental groups questions related to introducing themselves topic. She said that when she asked the questions for the experimental group some of them answered correctly using sentences from the videos that the researcher published on the TikTok account and the students sync on them. For example she asked them what they will answer if the manager asked them 'what they can bring to the table?' 'In a job interview. One of the students answered 'I can bring my enthusiasm, my willingness to learn and my desire to make my mark at this company'. The researcher asked Dr. Assala if the students were able to answer with these questions without using the technique. Dr. Assala answered 'they weren't able to find such an advanced answer like this one before the technique. And what will prove this that I asked the controlled group the same question but I didn't find that much of good answers like I had in the experimental group.

At the end of the summer course students had submitted two assignments including 6 videos. 3 videos were with lip syncing and the rest were without. After that Dr. Assala and the researcher were evaluating the videos according to the evaluation criteria to give each student his/her mark out of 20.

The researcher chose three ways to collect answers for her interview that included 6 questions. These 6 questions were given to 16 students from the experimental group who used lip syncing and created synchronous videos on the TikTok app. The first way is to record five students' answers. The second way is to give five of them papers including the interview questions and asked them to write their answers. And the third way is to

connect with 5 of them via WhatsApp application discussing with them the interview questions to get their answers. The researcher wants to highlight that the discussion and the answers were in Arabic language as it's their first language and they will feel more comfortable in giving better and precise answers which will lead to more accurate results. The researcher worked on translating students answers into English language.

2.10 Statistical processing

The following statistical procedures were used:

- Means, standard deviations and percentages.
- Chronapach Alpha formula.
- T- test for two independent samples.
- Paired t -test.

Chapter Three

Results of the Study

3.1 Introduction

This study aimed to identify the impact of using TikTok synchronous videos on improving students' speaking skills in English for the Workplace course at An-Najah National University.

To accomplish the study objectives, the practical performance of (28) students representing the experimental group was measured to be statistically analyzed and processed by using the statistical package of social science (SPSS). Below, are the results presented in accordance with the study questions and hypotheses. Thus, this chapter presents both the quantitative results and the qualitative results.

3.2 Results of the Quantitative Data

3.2.1 Results of the First Question

What is the impact of using Synchronous TikTok videos on improving EFL students' speaking skills at An-Najah National University?

To Answer the first question of the current, statistical analysis has been obtained Table 1 below shows the results:

Table (1)

Statistical Analysis of the control and experimental groups

Test	Group	Control Group (N=26)		Experimental Group (N=28)	
		Mean	Standard Deviation	Mean	Standard Deviation
Pre		16.94	1.39518	16.8036	1.41643
Post		16.80	1.45655	18.6071	1.34960

Table (1) shows that the means of the control were (16.94) for the pre-test with a standard deviation of (1.39) and (16.80) for the post-test with a standard deviation of (1.45). On the contrary, the means of the experimental group were (16.80) for the pre-test with a standard deviation of (1.41) and (18.60) for the post-test with a standard deviation of (1.34). The results show that there is a relatively slight impact of using synchronous TikTok videos on improving EFL students' speaking skills at An-Najah National University.

3.2.2 Results of the Second Question

Are there statistically significant differences at ($\alpha \leq 0.05$) in the impact of using synchronous TikTok videos on improving English speaking skills in English for the Workplace course at An-Najah National University due to pre and post-evaluation of the experimental group?

And its related hypothesis: There are no statistically significant differences at ($\alpha \leq 0.05$) in the impact of using synchronous TikTok videos on improving students' English speaking skills in English for the Workplace course at An-Najah National University on the posttest due to pre and post-evaluation of the experimental group.

To answer this question and its related hypothesis, Paired t-test was used and Table (2) shows the results.

Table (2)

Paired t-test result of the student's scores between the experimental groups on post-evaluation

Group Experimental	Mean	N	Std. Deviation	T	Sig.*	Improvement
Pre	16.803	28	1.41643	-6.967	*0.000	1.80357
Post	18.607	28	1.34960			

Table (2) shows that there are statistically significant differences at ($\alpha \leq 0.05$) in the impact of using synchronous TikTok videos on improving students' English -speaking skills in the English for the Workplace course at An-Najah National University on the pre and post evaluation of the experimental group. The significant value was (0.000) which is less than (0.05). The differences were in favor of the post-evaluation. The improvement in scores was (1.80357) which was in favor of the post evaluation.

3.2.3 Results of the third question and its related hypothesis

Are there statistically significant differences at ($\alpha \leq 0.05$) in the impact of using synchronous TikTok videos on improving students' English -speaking skills in English for the Workplace course at An-Najah National University in the pre-evaluation of the control and experimental group?

And the related hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the impact of using synchronous TikTok videos on improving students' English speaking skills in English for the Workplace course at An-Najah National University in the pre-evaluation of the control and experimental group.

To answer this question and its related hypothesis, an Independent sample t-test was used and Table (3) shows the results.

Table (3)

Independent sample t-test of students' scores on the pre – evaluation of the control and experimental group

Group	N	Mean	Std. Deviation	T	Sig.*
Control	26	16.9423	1.39518	0.362	0.719
Experimental	28	16.8036	1.41643		

*. The mean difference is significant at the 0.05 level.

Table (3) shows that there are no statistically significant differences at ($\alpha \leq 0.05$) in the impact of using synchronous TikTok videos on improving students' English -speaking skills in the English for the Workplace course at An-Najah National University on the pre-evaluation of the control and experimental group. The significant value was (0.719) which is more than (0.05). The results mean that the two groups have the same previous knowledge about using synchronous TikTok videos.

3.2.4 Results of the fourth question and its related hypothesis

Are there statistically significant differences at ($\alpha \leq 0.05$) in the impact of using synchronous TikTok videos on improving students' speaking skills at An-Najah National University due to pre and post-evaluation of the control group?

And the related hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the impact of using synchronous TikTok videos on improving students' English- speaking skills in English for the Workplace course at An-Najah National University due to pre and post-evaluation of the control group.

To answer this question and its related hypothesis, Paired t- test has been used and Table (4) shows the results.

Table (4)

Paired t-test results of the student's scores between the control group on pre and post – evaluation

(Control)	Group	Mean	N	Std. Deviation	T	Sig.*	Improvement
Pre		16.9423	26	1.39518			
Post		16.8077	26	1.45655	-0.658	0.517	0.17308

Table (4) shows that there are no statistically significant differences at ($\alpha \leq 0.05$) in the impact of using synchronous TikTok videos on improving students' English - speaking skills in the English for the Workplace course at An-Najah National University on the pre and post evaluation of the control group. The significant value was (0.517) which is more than (0.05).

3.3 Results of the Qualitative Data

To collect the qualitative data, the researcher interviewed 16 male and female students from the experimental group. For data analysis, the thematic analysis approach was utilized. Braun & Clarke (2021) defined thematic analysis (TA) as a method for identifying, examining, and illustrating themes or patterns of specific data. TA depends on organizing and summarizing the qualitative results thoroughly, as well as analyzing different aspects of the topic of study. Table (5) below shows the theme of each question with codes and students' quotes. While collecting answers from 16 students to each question, the researcher noticed that there are many repeated answers. This is because some of them has the same point of view as they were in the same situation doing the same experience.

Table (5)*Thematic analysis for the interview answers*

The interview questions	Themes	Example quotes
When you started filming yourself without lip-syncing, how did you find the process? Did you feel that you've spoken the words before?	- Familiarizing and better than expected	- 'I have never thought that will produce such a conversation alone'. - 'It gives me a positive feeling when I realized that the process is different from what I expected. It's not that much difficult but it needs practicing'.
Did lip-syncing help you in improving your pronunciation?	- Pronunciation development	- 'I tried my best to copy the girl who was in the video that why I copied her accent'. - 'If I was going to speak these words without enrolling with this technique my pronunciation wouldn't be in this improvement'.
Did this experience help to introduce yourself in a job interview? If so, how?	-helpful - prepared them well.	- 'before these synchronous videos, I had no idea about the nature the English job interviews'. - 'I learned that there are some advanced sentences that will show how I'm good and strong in English'. - 'I will never forget what is the meaning of (what can you bring to the table) question'.
Did you face any difficulty in using lip-syncing on TikTok?	- accents difference - technical issues - short time	- 'the TikToker was fast and her accent was so advanced so I repeat the video many times to fit my lips movement to the audio correctly'. - 'I had some fears from publishing my videos after creating them'. - 'I have never create a video and film myself before so it was a little bit strange for me'. - 'I think that this technique need more time and we should sync on more than 3 videos to improve our speaking skills more',
After using TikTok in education, are you in favor of using TikTok to improve English language speaking? Why?	TikTok synchronous videos is beneficial.	- 'it's my first time speaking this amount of English sentences continuously. I used to speak one or two short English sentences. - 'I was against TikTok because it include a lot of bad content, now I knew that it's a double-edged sword like any other app'. - 'I'm in favor of using synchronous videos but if the users are not adults they need to be under parents' control'.
Do you recommend using this technique to other students who plan to improve their English-speaking skills?	- recommendations with reservations	- 'I recommend using this technique to others who plan to improve their speaking skills because my speaking skills is improved', - 'it depends on the students' age. If they are adults recommend it to them but if they are kids I recommend it unless it's under-parents' control'.

Table (5) shows the results of the thematic analysis of the six questions. The answers were as follows:

1. When you started filming yourself without lip-syncing, how did you find the process? Did you feel that you've spoken the words before?

Some students faced difficulty in producing the conversation alone as it required more practice to fit the speediness of the video; they felt that they had achieved something. The process of lip-syncing videos plays a major role in completing the process of no lip-syncing videos, and the majority of the students said that while doing the second step they felt that it is not their first time saying these words. On the other hand, several students said that the first step was easier than the second one because they faced some difficulty in pronouncing the words by themselves and while applying the conversation, they realized that it was easier than expected. As said by a student ' I felt that its not my first time speaking these words even that I have never produce hem orally' . he added ' I only lip-synch them' .

2. Did lip-syncing help you in improving your pronunciation?

While filming, students were committing some mistakes. This led them to repeat the videos many times to create a better edition. The repeating process was good for them to pronounce words better. It helped them pronounce words they felt difficult before the lip-syncing technique, it was hard to pronounce words like the ones who were in the TikTok videos. One of the students said ' my repeated attempts to simulate my lip movements to audio was the reason behind my improvement in pronunciation. Accordingly, most students realized significant improvement in their pronunciation. They noticed this when they made the no lip-syncing videos and they felt that they were copying the girl in the video so they copied her pronunciation, and the simulation of the lips movement to the audio of the video helped them to be familiar with the way in pronouncing the words. This upgrades their pronouncing skills and allows them to pronounce words more accurately.

3. Did this experience help you to introduce yourself in a job interview? If so, how?

The majority of students answered with yes and they explained their reasons. They maintained that have become more familiar with the type of questions they may have in

the job interview which enabled them to be ready to answer expected questions spontaneously with advanced answers. They learned about what not to do in the job interview. They felt that they were in a real job interview which is expected to help them to overcome the fear of it when they attend a real one. Their practice in this experience raised their confidence as well. The students knew the type of questions in general, they had an idea about the way of answering and they avoided any embarrassing situation better than before. They also get used to make Arabic interviews so this experience gave them the chance to practice an English one. One of them said ‘ this experience gave me the opportunity to attend an English job interview for the first time.’

4. Did you face any difficulty in using lip-syncing on TikTok?

In the beginning, most students faced a problem in the accent used in the video.as there was a big difference between their accent and the TikToker sample video which led them to face a difficulty in fitting their accent to the TikToker. This difficulty required them to repeat the video several times to create a better one. Furthermore, they faced a difficulty in the speed of the pronunciation, as they needed longer time to pronounce the words while the TikToker was quicker than them. A student said ‘ I repeated the video many time to fit and suit the speed of the tiktoker whi were in the video, she was faster than me which make me commit some mistakes in fitting my lips movement to the audio’ . They also faced some technical issues since a few students were not familiar with the app, especially in creating videos. The duet option did not work from the first time, and they were reluctant when they were asked to upload their videos on TikTok. However, the majority of students who know the app before did not find difficulties. They added that it is entertaining and fun experience. Others had challenges in dealing with the app itself, fitting their lips movement to the audio and they need more time to adapt to this new technique as it’s their first time hear about it.

5. After using TikTok in education, are you in favor of using TikTok to improve English language speaking? Why?

The results of the thematic analysis revealed that the majority of students were in favor of using TikTok to improve English language speaking skills because using this technique via TikTok gave them a chance to practice English entertainingly. They expressed favorable attitudes towards using the app's feature in education. They realized that this

app could be beneficial in education after they thought that it was a waste of time app. At first, the students were against using it but after applying this technique they decided to use the app for educational reasons., they like the idea of learning English by acting as if they are speaking while they are not . This app gave them a chance to sync their lips with the audio of the video. This chance allowed them to speak English better than before. After using TikTok, they noticed that it includes millions of educational videos for learning English. They get to benefit from them by just watching them. TikTok has a lot of English native speakers who will help them to improve their pronunciation, accent, speaking, and many other skills. After using TikTok, they started to teach their siblings via it. some of them did not like using the app but they may apply the technique in other platforms. Some of their parents had some reservations in using this app and they are against using this app in general as it contains non-useful content or even some taboos that contradict their Islamic and Arabic culture and values. Another group of students were in favor of using TikTok in learning English but they need to be aware while using.it So they have to be mature enough to use it. ‘This technique changed my mind about the app as I realized that it can be used for educational purposes’ said by a student. Another student said ‘ it gave me the chance to practice more English’ .

6. Do you recommend using this technique to other students who plan to improve their English-speaking skills?

The majority of the interviewed students were optimistic and open-minded since they recommend using synchronous videos via TikTok app. They noticed an improvement in their speaking skills. They have never imagined that they will be able to speak these conversations, especially with an effortless technique like this one. They recommend using synchronous videos, especially for kids because it is a fun and easy way to learn. On the other hand, they do not recommend using this app if the user is not mature enough. They believe that this app might be inappropriate for kids or even teenagers t without parents’ control. They recommend using this technique for students who feel shy when they want to practice English in front of people. They can take their time recording themselves speaking English alone as a means to express themselves better. If they can also aim to try to act while speaking this will be a very comfortable chance. They may recommend it when the student has enough time because it needs time to practice many videos especially because it should be done by taking two steps. (Lip-synching videos &

without lip-synching videos). One female student answered by saying: this technique is recommended if students are capable to use the app and know how to deal with its technical issues. If not, it will be a waste of time. Moreover, students highly recommend using this technique to other students because not only speaking skills will be improved but also other skills can be improved gradually.

3.4 Summary

Chapter three presented the main results of this semi-quasi experimental study. The results covered both quantitative and qualitative data analysis. Regarding the major quantitative results, the study revealed that using synchronous TikTok videos to improve students' speaking skills is an efficient technique that causes a remarkable improvement in students' speaking skills. The marks given for students in the post test exams showed that the experimental group had scored higher marks than the control group. And the pre-test for checking the equality between the two groups can be taken as evidence that synchronous videos technique is a possible reason behind this improvement on the experimental group marks.

On the other hand, the qualitative results showed that students had positive attitudes toward using synchronous TikTok videos to improve their speaking skills. Their responses were analyzed by thematic analysis technique. The themes covered issues such as familiarity, development, preparing, technical issues, semester length, recommendations and some reservations.

Chapter Four

Discussion, Conclusion and Recommendations

4.1 Introduction

This chapter discusses the results of the current study which aimed to investigate the impact of using synchronous TikTok videos on students' speaking -skills in the English for the Workplace course at An-Najah National University. The study utilized a mixed -method approach whereby quantitative and qualitative analyses were utilized. The chapter also presents conclusion, the limitations of the study and some suggested recommendations.

4.2 Discussion of the Results

Discussion of the Results of the First Question

The major results of the first question showed a relatively slight impact of using synchronous TikTok videos on students' speaking -skills at An-Najah National University. This impact might be due to the fact that the TikTok App has some distinguished features that make it easily accessible and user-friendly, as maintained by Herlisya & Wiratno (2022) who confirmed that the TikTok application is used to create and share various short videos in vertical format, which are played by simply scrolling up or down on the screen. This result goes in line with Zaitun, Hadi, & Indriani (2021) who asserted that TikTok offers a viable platform as an interactive learning tool that can improve students' learning outcomes, particularly their writing and speaking skills. Besides, the results confirm the results of Gupta and Bashir (2018) who found that that using TikTok enables students to be motivated and highly engaged with this process and thus improve their speaking skills as it is an entity they like. Furthermore, the results could be explained by the fact that the popularity of TikTok among youngsters is one of the explanations why this social media App may be considered a learning tool for EFL students especially when it allows the user to make voiceover, to duet and to make live video streaming.

On the other hand, the reason behind the relatively slight impact might be that some parents and teachers claimed that using this TikTok App can potentially alter behaviour by fostering an attitude contrary to character education. Sticking to the values of honesty,

fairness, obedience, respect for one another, and mutual respect are required (Valiana, Rahman, & Putri, 2020). By the same token, TikTok can produce many problems such as addiction in teenagers which might cause time-wasting (Wojdan, Wdowiak, Witas, Drogoń, & Brakowiecki, 2020), in addition to causing mental health problems in teenagers (Keenan, 2022). This fact is also confirmed by Aster (2023) who claimed that TikTok encourages teenagers to enrol in dangerous social media challenges or to communicate with bullies.

Discussion of the Results of the Second Question and its Related Hypothesis

Results of the second question indicated that there are statistically significant differences at ($\alpha \leq 0.05$) level in the impact of using synchronous TikTok videos on students' English-speaking skills in the English for the Workplace course at An-Najah National University on the pre and post evaluation of the experimental group. The differences are in favor of the post-evaluation. These results indicated a generally positive attitude towards using synchronous TikTok videos to improve speaking skills among the study sample. This result seems to be in line with the study of Putri (2022) whose findings indicated that TikTok is a suitable tool to level up students' speaking proficiency. It is also in harmony with the results of Nasichah (2023) which asserted that students are in favor of using TikTok app in learning English to become fluent in speaking. Moreover, the results of the study show that TikTok videos offer more English communicative contexts. In fact, students in their daily lives lack exposure to English conversations as it is not their first language. Using TikTok to improve English - speaking skills helps in increasing the amount of exposure. Such claim agrees with Bolton, Botha, & Bacon-Shone (2017) who found that TikTok is an option for students who want to develop their communicative skills through real English communicative contexts. However, this result contradicts Novitasari & Addina (2022) results, which mentioned the drawbacks of using TikTok as an educational tool. As students cannot get fast answers when they need and that it has content that distracts pupils from their primary focus.

The researcher attributes these results to the fact that synchronous TikTok videos are important in improving students' speaking skills at An-Najah National University.

Discussion of the Results of the Third Question and its related hypothesis

The results of the third question in this study showed that there are no statistically significant differences at ($\alpha \leq 0.05$) in the impact of using synchronous TikTok videos on students- English speaking skills in the English for the Workplace course at An-Najah National University on the pre-evaluation of the control and experimental group. The results indicate that the two groups have the same previous knowledge and they were equivalent. The researcher sought to find if the two groups are at the same level of cognizance as this step will play a major role in giving reliable results. Thus, the two groups were suitable for the study purpose. The researcher attributes these results to the fact that the reason behind the improvement of the experimental group in their speaking skills is using synchronous TikTok videos as both groups were equivalent and there is no other chance that it is something else that positively affected the students of the experimental group speaking skills. Otherwise, it will affect the control group automatically. Again, this result might be attributed to the popularity of TikTok among youngsters nowadays due to the various features given by many educators and specialist such as (Sophia, 2023; Bernard, 2021; Karthigesu, Ismail, Ahmad, & Yunus, 2019), to name a few.

Discussion of the Results of the Fourth Question and its Related hypothesis

The results of the study showed that there are no statistically significant differences at ($\alpha \leq 0.05$) in the impact of using synchronous TikTok videos on students' English speaking skills in the English for the workplace course at An-Najah National University on the pre and post evaluation of the control group.

The researcher attributes these results to the fact that students who did not use synchronous TikTok videos to improve their speaking skills were not able to obtain a positive difference on their English speaking competence. On the contrary, the experimental group who used synchronous videos to improve their speaking skills found a marked improvement in their English speaking competence.

This result highlights the merits of using social media apps like TikTok. Students who were using this app to learn English found more opportunities to use English outside the classroom environment. This results agree with the study of Ruiz & Fachinetti (2018) who believed that learning via social media apps offers online communication,

exchanging information while interacting with one another. This will improve students' speaking skills because they have the ability to communicate more than students who do not use social media apps to improve their English speaking skills.

4.3 Discussion of the Results of the Interviews

The interview contained six questions that addressed the experimental group students' experience in using synchronous TikTok videos while they were taking English for the Workplace course at An-Najah National University.

Discussion of the results of the first question

The findings showed that students found that trying the video on their own without lip-synching was challenging so they were obliged to repeat it several times. They also put a lot of effort to fit the speediness of the speaker of the video as she was fluent. The researcher believes that this pressure that is put on students to repeat the video many times and to try to fit the speediness of the speaker is important to push them to speak more, practice English more and help students to self-correct and self-evaluate their work. Four students claimed that the first step was easier than the second step because they could not pronounce the words on their own. They said that this step obliged them to repeat the video several times to pronounce the words as correctly as they can. Another point highlighted from the students' answers is the feeling of repeating the conversation as they know words before the lip-synching step. This agrees with the researcher's belief that students' subconscious mind have already spoken the words. Saying this by students means that lip-synching and synchronous TikTok videos can help students practice a conversation they have never thought that they will do. Just because it is an effortless, enjoyable, fun and creative way that they felt curious to try.

Discussion of the results of the second question

The results obtained from the responses to the second question showed a general agreement among students that synchronous videos helped them improve their pronunciation and level it up. Students stressed how re-recording the video many times to come up with a better one helped them to pronounce it better than before. They added that they had never thought that they would pronounce words like the one in the TikTok video. But imitating the TikToker forced them to copy the accent automatically which led

to an improvement in their pronunciation. The simulation of the lip movement to the videos' audio requires doing shapes with the student's mouths to master the acting and the lip-syncing. These shapes are part of helping them to know the right way to pronounce each word like native speakers. This agrees with the study of Nasichah (2023) who found that students use TikTok to help them become fluent speakers.

The outcomes of this question corroborate the findings of (Herlisya & Wiratno, 2022; Putri, 2022), respectively. Herlisya & Wiratno (2022) reported that using TikTok as a teaching medium improved the speaking skills of students. Meanwhile, Putri (2022) stated that TikTok affects positively students' speaking proficiency.

Discussion of the third question

The researcher constructed this question to examine if this experience benefited them as it is extracted from a part of their course curriculum. The majority answered with yes and they gave an explanation for their responses. They mentioned that they are now familiar with the kinds of job interview questions and their suitable English answers. They learned what to do and what not to do in a job interview. Moreover, students also have improved answers that would make them appear stronger in English. They added that answering the job interview questions will be easier now as they feel that they acted the scene before so they break the fear of it. Also, they are now ready to give spontaneous answers without any kind of hesitation. The reason behind this is the increase of confidence that they have as a result of their prior experience with such situations. The students are generally aware of the questions' format, know how to respond to them, and will steer clear of any awkward situations more skillfully than they did previously.

Using TikTok and its features to deliver the curriculum in a different way is new technique that proof its advantages on students performs. This is consistent with (Afidah, Sari, & Hanifah, 2021) study, which supported the idea of using TikTok as a teaching video aid in the classroom and for outside usage to improve students speaking skills.

Discussion of the fourth question

Students found it hard to fit their accent to the TikToker accent. This made the process more difficult and forced them to repeat the video many times to adapt their accent to her accent. They also encountered some technical difficulties while using the app especially

that it was their first time to create a video via TikTok. They were not familiar with the features of the app. Moreover, their internet connection was weak and this made the process harder. This result agrees with the study Novitasari & Addinna (2022) who argued that TikTok in education is constrained with internet network problems. Another technical problem was manifested in the duet option -with two students – did not work from the first time. They added that they were afraid of accidentally posting their videos on TikTok, which gave them a frightening feeling. Some of them –who already know the app and were are familiar with its features- had no trouble, they said that it was enjoyable and entertaining experience.

Discussion of the fifth question

The results of this question showed a positive attitude toward using synchronous TikTok videos to improve students' speaking skills among the experimental group. They support the use of TikTok to enhance their abilities in speaking because they find that it is an entertaining and trendy to practice English. The agreement of students' using TikTok app in the learning process is consistent with Wills & Wills (2007) study, which motivates students to learn English by using technological aids to make the process of learning English interesting and enjoyable. They discovered that this app had educational usage and they could use it for their educational process. This experience changes their opinion about the app in general. The answers showed that students liked the idea of pretending like they were speaking while they were not. So they can sync their lips to the audio to create a creative learning video.

Moreover, students stressed the idea of the existence of native speakers on TikTok app which will increase the chances of practicing English with native speaker. Thus, they will upgrade their accents, pronunciation, speaking skills and many other English language skills. Also, they mentioned that they can teach their siblings by using this technique in TikTok. On the other hand, some of them claimed that they don't prefer to use this app for cultural purposes, but they want to apply the technique in another platform. They added that their parents put a lot of reservations for them while using this app because they believe that it contains non-useful content or even immoral videos.

The researcher sought to highlight the idea of occupying TikTok by choosing the type of videos we want to watch. When users search, create and use audio for educational videos

the rest of other videos will be within the same field and interest. Thus, the chance of having the non-useful content videos will be decreased automatically. At the same time, if users are not mature enough they need to use it under parents' control like any other platform. This outcome goes in line with Wojdan, Wdowiak, Witas, Drogoń, & Brakowiecki (2022) study which assured that TikTok for kids and teenagers can lead to addiction or waste of time. This means that, if there is a need to use TikTok in learning English or any other new skills they need to be under adults' control. These adults could be their teachers, parents or eldest siblings.

Discussion of the sixth question

This question examined students' perspectives and attitudes toward using synchronous videos to improve speaking skills. The answers were analyzed to explore if students were obliged to do this technique as it was part of their general mark in the course, or if they did it because it was a new, different and exciting experience. If they recommend using synchronous videos and lip-synching for those who want to improve their speaking skills, this means that they have noticed the benefits of this technique on themselves. So they will advise others to use it too. If not, this means that they did not feel the merits of this technique on themselves, and their speaking skills did not improved. Thus they will not recommend it to others.

The answers showed that they recommend using this technique to other students who are looking for improvement in their speaking skills. Students noticed that their speaking skills improved after applying the synchronous TikTok videos technique. The recommendation of encouraging students to use TikTok to improve their speaking skills matches with Frestephenie & Pratiwi, Uffairah, & Sopiah (2022) who asserted that TikTok can improve students speaking skills because it increases their passion to use the app and get benefit from it.

Students' answers were accompanied by the reasons behind their recommendation to use synchronous TikTok videos to other students who are looking for improvement in their speaking skills. They stressed the idea that they did not think before this technique that they are able to create one like this. They added that this technique explored their hidden talents like acting, lip-synching and video editing. Moreover, students tended to recommend this technique to children in school since it is simple and entertaining. At the

same time they do not recommend it to children if it not going to be under adults' control. They added that this technique is recommended for students who prevent themselves from doing activities related to English speaking because of their shyness. One of them said 'this technique helped me to challenge my shyness that was standing between me and my English speaking skills proficiency'. Another student said 'instead of wasting time scrolling up and down out social media platforms, I will spend it by recording myself lip-syncing with English audios'. In addition to that, one of the results stressed the point of having two steps on this technique. These two steps (the lip synching videos and the no lip-syncing videos) were the secret behind helping them to speak English and to be well-prepared for a job interview. They added that this method is advised if students can use the app and understand how to handle its technical aspects. The majority of them strongly recommend this technique to other students. They claimed that it will not only enhance speaking skills, but other skills will be improved.

4.4 Conclusion

This study aimed to examine the impact of using synchronous TikTok videos on students' speaking - skills at An-Najah National University. The results of the study questions and related hypotheses revealed the following conclusions. Overall, students in the course English for the Workplace realized an outstanding improvement in their speaking skills. The results showed that the reason behind this improvement was using synchronous TikTok videos. The experimental group was compared with a control group to examine the actual impact on students speaking skills. To sum up, the results showed that there was a significant difference on the experimental group's speaking skills after using synchronous TikTok videos. The results also showed that there were no significant differences in students' pre-evaluation between the experimental and the control group. On the other hand, there were no significant differences on the control group's speaking skills like the one found in the experimental group.

Throughout the interviews, students were asked to answer six questions to uncover their opinions about this experience. Students agreed that synchronous TikTok videos improved their speaking skills and it left a trial in their performance. It gives them the chance to practice the job interview protocols, to be familiar with a very up-to-date technique, and to speak English more than before. They recommend using this technique for others to improve their speaking skills. They also stressed the need of parents' and

adults' control if the users are teenagers or kids. All in all, students claimed that they have noticed significant differences in their speaking skills, pronunciation, confidence and they found a way to face their shyness. They faced some challenges while using the app like technical challenges, some reservation from their parents and they were afraid from publishing their videos by mistake.

In addition to the results of the study questions and the interviews, the researcher asked the course instructor to re-ask the questions that the students had in the synchronous videos to see if they would be able to answer them. These questions were given to the control and the instructor noticed that the experimental group students gave very advanced answers like the one they had in the synchronous videos. She also said that 'I have heard answers from students who have never participated'. Moreover, she mentioned that the majority of students were eager to share their answers and to use their facial expressions with it.

On the other hand, the instructor did not receive the same level of answers from the control group. She mentioned that the answers were given by the advanced students who were already good in English. On the contrary, she received many answers from multiple students in the experimental group as mentioned before. In addition to that, the experimental group students understood the meaning of the question 'what can you bring to the table?' while the students of the control group did not understand it. .

4.5 The study Limits

This study is restricted to the following limits:

- The topical limit: the impact of using synchronous TikTok videos on students' speaking- skills.
- The human limit: students in the English for the Workplace course at the Faculty of Economics.
- The locative limit: An-Najah National University at Nablus.
- The temporal limit: the summer course of the academic year 2023/2024.

4.6 The study Limitations

To be fair, this study faced some limitations like any other research effort particularly since it is a quasi-experimental study which deals with humans under specific circumstances. This part delves into the fundamental factors that determine the constraints faced while exploring the impact of synchronous TikTok videos on students' speaking skills at An-Najah National University in the English for the Workplace course. Thus, this study faced the following limitations:

Firstly, the challenges stem from students who refused at first to participate in the study because they thought that the videos would be shared to the whole class, some of them did not want to upload the app and one of them said that it is not allowed to him/her to install this app for cultural reasons. This took time for the researcher to explain that the privacy of the videos will be respected and that they will not be shown to any other persons except the lecturer and the researcher. Also, the app can be installed for applying the experience then it can be deleted easily. The researcher showed full respect for students' executions but she stressed on the point of privacy and a short period of time of having the app. The other challenge was the time, as it was a summer course and students were asked to do other assignments and prepare themselves for their exams. The researcher believes that for more significant differences in students' performance, this experience should take longer time than this. In addition to the short time, the situation in Palestine and Gaza war lessened the time of the lecture which made the time even shorter. Moreover, using technology in general leads to inevitable technology problems. Students faced difficulties in dealing with the app at first, they faced some troubles while dueting the video, and some of them had problems with weak internet connection which made the application slower. Three students refused to make the synchronous video technique. Lastly, it is essential to mention that this study is limited to investigate the impact of using synchronous TikTok videos on improving the speaking skills of students of English for the workplace at the Faculty of Economics at An-Najah National University. It did not investigate its impact on other English language skills, it did not explore its impact on children and other students from other faculties. As a result, there is scope for further studies into other impacts of synchronous videos on other skills, or on other samples especially EFL students. The researcher believes that further studies will cover a lot of

other aspects that are not included in this thesis to make this technique take into consideration instructors and teachers while teaching the English language.

4.7 Recommendations

Based on the previously mentioned results, the researcher advocates the following recommendations:

Recommendations to EFL teachers

EFL teachers are encouraged to adopt new and up-to-date techniques, like using synchronous videos, to improve students' speaking skills. They are also encouraged to use it to create a creative and trendy classroom atmosphere that sparks curiosity and willingness among students to participate and practice English.

Recommendation to other researchers

As it is the first study that explores the impact of using synchronous videos in improving students' speaking skills, teachers need more studies that explore the possible impacts of synchronous TikTok videos. That is why other researchers are advised to employ further experimental studies that examine the impact of using synchronous TikTok videos on improving students' speaking skills and even other skills. In addition to that, for a more unbiased evaluation of the impact of using synchronous TikTok videos on improving students' speaking skills, more thorough studies are needed to explore the possible negative drawbacks of using synchronous videos in the educational process and in teaching English. Moreover, this will lead to a very systematic use to the synchronous videos technique that allows teachers to use it while being aware to restrict any potential negative consequences on students' learning experience.

Recommendations to the creators of English language content on TikTok App

English - language content creators are advised to create more English language conversations paying attention to varying the video content to suit different student levels (beginners, intermediates, and advanced). The speediness of the speakers, the word choice and the length of conversations should be taken into consideration.

Recommendation to ELT Departments

English language teaching departments in Palestinian universities may consider using more techniques, especially in courses that focus on improving students' speaking skills.

Recommendations to the Ministry of Education

The Ministry of Education in Palestine is advised to hold training workshops for EFL teachers to introduce this technique to them and to guide them on how to present this technique to students in a strategic way to benefit from it. This will prepare them to be better university students.

List of Abbreviations

Abbreviation	Meaning
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
MOE	Ministry of Education
NNU	An-Najah National University
SPSS	Statistical Package for Social Sciences
TA	Thematic Analysis
TEFL	Teaching English as a Foreign Language
MALL	Mobile -Assisted Learning Language
Sync	Synchronization
ICTs	Information and Communication Technologies

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Appendices

Appendix (A)

The Interview Questions

Dear students,

Please answer the following questions honestly according to your experience in using synchronous TikTok videos.

- When you started filming yourself without lip-syncing, how did you find the process? Did you feel that you've spoken the words before?
- Did lip-syncing help you in improving your pronunciation?
- Did this experience help to introduce yourself in a job interview? If so, how?
- Did you face any difficulty in using lip-syncing on TikTok?
- After using TikTok in education, are you in favor of using TikTok to improve English language speaking? Why?
- Do you recommend using this technique to other students who plan to improve their English-speaking skills?

Appendix (B)

Evaluation criteria for using synchronous TikTok videos



Evaluation criteria for using synchronous TikTok videos

English for the workplace

Dr. Assala Mayaleh

Sabreen Amer

Evaluation of lip-syncing videos	
Criterion	Evaluation
Does the student sync his/her lips with the audio successfully and accurately?	(Yes/No)
Does the student show suitable and appropriate facial expressions that present the emotions of the scene? Does he/she appear engaged?	(Yes/No)
Does the student submit the assignment on time?	(Yes/No)
Evaluation of after-lip-syncing videos	
Criterion	Evaluation
Does the student speak clearly, fluently, and smoothly? Does he/she avoid stops and stuttering?	(Yes/No)
Does the student pronounce the words correctly?	(Yes/No)
Does the student appear confident, using appropriate facial expressions and avoiding shyness?	(Yes/No)
Does the student submit the assignment on time?	(Yes/No)

Appendix (C)

The tutorial videos for students to learn how to apply the technique

https://drive.google.com/file/d/1A04kGaQ4rSJF-46iJYU11_jJQ-HZ0U-T/view?usp=drivesdk

Appendix (D)

Results of the Post-& Post tests for the control group (d) and the experimental group (t)

	Postd	Postt	Pred	Pret
1	18.00	19.00	18.00	16.50
2	18.50	18.00	18.00	18.00
3	19.00	20.00	18.00	17.50
4	15.00	19.00	16.00	16.50
5	19.00	20.00	16.00	17.00
6	18.50	19.00	17.00	17.00
7	18.00	19.50	18.00	17.50
8	15.00	18.00	15.50	16.00
9	19.00	20.00	18.50	19.00
10	16.00	17.50	15.50	15.00
11	17.00	18.00	17.00	16.50
12	18.50	20.00	18.00	18.00
13	18.00	19.00	17.00	18.00
14	19.00	19.00	18.50	18.00
15	15.00	18.00	14.00	15.00
16	16.00	18.00	17.00	16.50
17	16.00	18.50	15.50	15.00
18	15.00	19.00	15.00	14.00
19	18.00	19.00	18.00	18.50
20	16.00	17.00	15.50	16.00
21	16.00	17.00	16.00	15.00
22	13.00	14.00	18.00	16.00
23	18.50	19.50	18.00	17.50
24	14.00	16.50	15.00	15.00
25	19.00	20.00	18.00	18.00
26	20.00	19.50	19.50	20.00
27	-	19.00	-	17.50

28	.	20.00	.	16.00
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Appendix (E)

The form of the Pre- test

Pretest speaking skill exam:

At the beginning of the course, students were asked to sit for the following pretest in the classroom. It was given to the two groups:
Each class needed 90 minutes (one lecture)

-Imagine that you are sitting for a job interview, respond briefly to the following questions:

- Could you please introduce yourself in not more than two minutes?

-How did you hear about our company?

-What type of jobs do you prefer?

-Do you prefer teamwork or individual work? Why?

-What are your major strengths and weaknesses?

-What have you done recently to improve your communication skills?

Appendix (F)

The form of the Post- test

Posttest practical exam:

- 1- Students were asked to introduce themselves in an interview by playing the role of the interviewee. The interviewer was firstly the instructor of the course who intended to give the students a good model, then the role was given to a fluent student in the course. Moreover, the students were asked to play the roles of interviewer and the interviewees.
The evaluation criteria included the following items which were represented by a holistic rubric:
- 2- Students were asked to create a presentation about job interviews, the basics of introducing themselves to others and things that are forbidden to do in a job interview) The criteria used for evaluation included the following items:
- 3- Imagine that you have a company, introduce yourself and your company to others, in a recorded video as an announcement for your company, talk about the nature of your work, what are the things that your company can present, why your company is important

Appendix (G)

The evaluation criteria for the tests

Post- test evaluation criteria:

Dimension	criteria				Point
	Exemplary	Satisfactory	Emerging	Unacceptable	
Structure	There is logic in the progression of ideas	There are a few areas of disjointedness or intermittent lack of logical progression of ideas	Ideas are somewhat disjointed and/or do not always flow logically, making it a bit difficult to follow	Ideas are disjointed and/or do not flow logically, hence argument is very difficult to follow	
Clarity of the speech	Speech is always clear and easy to understand	Speech is usually clear and easy to understand	Speech is often clear and easy to understand	Speech is rarely clear and easy to understand	
Content (Spelling, grammar, and punctuation)	The presentation has excellent spelling, grammar, punctuation, and original content	The presentation has very good spelling, grammar, punctuation, and original content (2-3 errors)	The presentation has good spelling, grammar, punctuation, and original content (4-5 errors)	The presentation has multiple spelling, grammar, punctuation errors, and most content is plagiarized	
Audience Engagement	Exceptional engagement strategies are employed, capturing the audience's attention throughout. The media facilitates strong audience involvement.	Effective engagement strategies are used, keeping the audience interested in the content. The media encourages audience involvement.	Some engagement strategies are used, but there may be moments of disinterest or lack of audience involvement. The media partially encourages audience engagement.	Limited or ineffective engagement strategies result in little audience interest or involvement. The media fails to encourage engagement.	

Answering the questions	Responses are exceptionally clear, concise, and directly address the questions.	Responses are clear and concise, directly addressing the questions.	Responses are generally clear but may lack conciseness or directness at times.	Responses lack clarity and conciseness, making it difficult to understand the intended message.	
Use of time	Student uses her/his time to work productively	Student uses most of her/his time to work productively	Student uses some of her/his time to work productively	Student doesn't use her/his time to work productively	
Total=					

Pre- test evaluation criteria:

Dimension	Criteria			
	Always	Usually	Often	rarely
Overall Understanding				
Structure- progression of ideas)				
Clarity of the speech				
Content Spelling, grammar, and punctuation)				
Audience Engagement				
Answering the questions (Responses are clear and concise, directly addressing the questions.)				
Use of time (Student uses her/his time to work productively)				
(Creativity in preparing the presentation and explanations tool)				
Total= 20				



جامعة النجاح الوطنية
كلية الدراسات العليا

أثر استخدام فيديوهات تطبيق تيك توك المتزامنة على المهارات الكلامية
لدى طلبة مساق الانجليزية في مكان العمل في جامعة النجاح الوطنية

إعداد

صابرين زياد عامر

إشراف

د. خالد دويكات

قدمت هذه الرسالة استكمالاً لمتطلبات درجة الماجستير في أساليب تدريس اللغة الإنجليزية في كلية
الدراسات العليا في جامعة النجاح الوطنية في نابلس، فلسطين.

2025

أثر استخدام فيديوهات تطبيق تيك توك المتزامنة على المهارات الكلامية لدى طلبة مساق الانجليزية في مكان العمل في جامعة النجاح الوطنية

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الملخص

تمثل الهدف الرئيسي من هذه الدراسة في معرفة تأثير استخدام مقاطع الفيديو المتزامنة في تطبيق TikTok على تحسين مهارات التحدث لدى الطلاب الذين يدرسون مساق الإنجليزية في مكان العمل في جامعة النجاح الوطنية. الطلاب قاموا بإنشاء فيديوهات باستخدام تقنية مزامنة الشفاهة. لتحقيق هذا الهدف تم استخدام المنهج شبه التجريبي بمجموعتين الأولى تجريبية والثانية ضابطة. تكون مجتمع الدراسة من جميع الطلبة الذين درسوا مقرر اللغة الإنجليزية في مكان العمل في جامعة النجاح الوطنية في الفصل الصيفي 2024/2023. بينما تكونت عينة الدراسة من (54) طالباً وطالبة تم توزيعهم عشوائياً إلى مجموعتين (ضابطة (26) وتجريبية (28) كانوا في مرحلة البكالوريوس يدرسون في كلية الاقتصاد وجميعهم أنها أكثر من 90 ساعة من برنامجهم الدراسي. لتحقيق أهداف الدراسة تم بناء اختبار قبلي وبعدي يفحص مهارات التحدث كأداة لجمع البيانات بعد مراجعة بعض الأبحاث السابقة حول الموضوع وللتأكد من صلاحية الاختبار، تم تقييمه من قبل خمسة متخصصين في مجال القياس والتقييم في جامعة النجاح الوطنية وجامعة القدس المفتوحة. وقد تم أخذ مقترحاتهم وملاحظاتهم بعين الاعتبار لتعديل وتحسين محتوى وصياغة الاختبار من خلال حذف أو إضافة أو إعادة صياغة العناصر التي كانت بحاجة للتعديل. وتم حساب ثبات الاختبار باستخدام اختبار كرونباخ ألفا والذي بلغ (0.589). أشارت نتائج الدراسة إلى أن هناك تأثيراً طفيفاً نسبياً لاستخدام مقاطع الفيديو المتزامنة على تطبيق TikTok على تحسين مهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية في جامعة النجاح الوطنية. علاوة على ذلك، كشفت النتائج عن وجود فروق ذات دلالة إحصائية عند مستوى ($\alpha \geq 0.05$) في أثر استخدام مقاطع الفيديو المتزامنة على تطبيق TikTok على تحسين مهارات التحدث باللغة الإنجليزية لدى الطلاب في مساق الإنجليزية في مكان العمل في جامعة النجاح الوطنية على التقييم القبلي والبعدي للمجموعة التجريبية. وكانت القيمة المعنوية (0.000) وهي أقل من (0.05).

وكانت الفروق لصالح التقييم البعدي. وكان التحسن في درجاتها (1.80357) وهو لصالح التقييم البعدي. اوصت الباحثة باستخدام الفيديوهات المتزامنة لتحسين مهارة التحدث لدى الطلاب ز كما اقترحت الباحثة بعض التوصيات لمعلمي اللغة الانجليزية و الباحثين وغيرهم من الأشخاص المهتمين.

الكلمات المفتاحية: الفيديوهات المتزامنة؛ مهارات التحدث؛ اللغة الانجليزية كلغة اجنية ومزامنة الشفاه